

Unit Title: English 6th Grade-Unit 2 –Going shopping

Lesson Title: Lesson 1-At the supermarket

Curriculum Areas:

- To involve pupils in pair work
- To develop self-awareness, information, communication, interaction
- To further practice and consolidate vocabulary of everyday foods
- To arouse pupils' knowledge on the importance of healthy diet

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Grade level: 6th grade of the primary school A1/A2 according to CEF, 2001)

Pupils' book, Unit 2, Lesson 1 pp.14-15

Time required: 45 minutes

Instructional Groupings: pairs according to Gardner's Multiple Intelligences

Students and Setting: Pupils belong to A1/A2 level according to the CEF. The class is heterogeneous since most of the pupils are immigrants from different countries. Most of them show little genuine interest in English since they attend English classes outside school or not at all.

Setting: This is a public school. There are 13 pupils in total, 12 years old (4 girls- 9 boys) of different cognitive levels (beginners & elementary level). They have English lessons four times a week, 45 minutes each. Only one lesson lasts 35 min. since it belongs to the last hour of the school timetable.

B. Background

The teacher distributed a questionnaire in the previous lesson in order to define pupils' Multiple Intelligences. Then a food pyramid was shown to them and a short discussion on healthy food eating habits followed.

The pupils did Lesson 1-Reading in their Pupils' book pp. 14-15. More specifically:

- They matched three short texts to their subheadings
- They matched phrases to the correct paragraph
- They did a short listening activity

Materials used for the previous lesson: a questionnaire of Multiple intelligence from www.lauracandler.com, a food pyramid picture

Sources: Pupils' book English 6th Grade, Unit 2, pp. 14-15

Materials used for this lesson: a food pyramid picture

Instructional worksheet for each pair:

- ☐ Visual/Spatial pair
- ☐ Verbal/Linguistic pair
- ☐ Logical /Mathematical pair
- ☐ Musical pair
- ☐ Bodily/kinesthetic pair
- ☐ Interpersonal pair
- ☐ Intrapersonal pair

Overview: to expand and further practice previously learned vocabulary on the subject of food

What will I differentiate (underline)?

Content Process Product

How will I differentiate (underline)?

For readiness interest learning profile affect/learning
environment combination (multiple intelligences and interests)

As a result of this lesson/unit students will... (use Bloom's taxonomy/verbs from the list)

- Identify the basic categories of the food pyramid
- Categorize food items on paper
- illustrate food items in different ways
- employ their different intelligence to illustrate understanding of the topic of healthy food/diet
- produce material on the topic of healthy food/diet
- summarize the newly acquired knowledge

Pre-assessment: At the beginning of the lesson, the teacher hands out the graphic organizer of KWL chart in order to activate background knowledge prior to the lesson and to assess pupils' cognitive level.

Steps in the Lesson:

Teacher does/says...	Students do/say...	Approximate time needed
<ul style="list-style-type: none"> • T hands out the KWL chart and asks students to complete it with the food words they already 	<ul style="list-style-type: none"> • Students briefly complete the chart and discuss their answers. 	3 min.

<p>know and what they want to know from the lesson.</p> <ul style="list-style-type: none"> • T presents the picture of the food pyramid and asks students to identify the different food groups. A short discussion on healthy eating habits and routines follows. 	<ul style="list-style-type: none"> • Students identify the food pyramid categories and provide the vocabulary of the kinds of foods they see. They discuss healthy food & daily habits . 	<p>5 min.</p>
<ul style="list-style-type: none"> • T divides Ss in pairs according to their interests and 	<p>Ss form pairs according to the T's instructions.</p>	<p>2 min.</p>

<p>intelligences:</p> <p>visual-spatial,</p> <p>verbal-</p> <p>linguistic,</p> <p>logical-</p> <p>mathematical,</p> <p>Bodily-</p> <p>Kinesthetic</p> <p>musical,</p> <p>interpersonal &</p> <p>intrapersonal</p> <p>pair.</p> <ul style="list-style-type: none"> • T hands out instructional worksheets for each group. 	<ul style="list-style-type: none"> • Ss read the instructional worksheets. 	<p>2 min.</p>
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T explains the instructions to each pair accordingly.	Ss listen to the T's instructions and asks questions about their activity.	5 min.
T moves around the classroom to assist Ss with their tasks.	Ss carry out their tasks in pairs.	20 min.
T asks one of the pairs to present its work to the class. The rest of them follow in the next lesson.	The pair presents its product.	5 min.
T asks Ss to write one word they learned from the lesson and stick it on the picture of a blank food pyramid.	Ss perform the assigned task.	3 min.

Closure Activity-Wrap up: Students use a blank food pyramid and stick a post-it with one word related to the correct group. (13 post-its, one per student).

Post-assessment: I plan to reflect on the difficulties of the assigned tasks and correct any parts that confused the students so as to anticipate fewer problems in the future lessons.

Additional resources: the food pyramid picture from:

www.en.wikipedia.org

Instructional worksheets

Verbal/Linguistic pair

Write your names on top of your paper.

Work with your partner and choose **one** of the following tasks:

Tasks

- Create a supermarket flyer/pamphlet and advertise your healthy kinds of food. Choose only three healthy food groups according to the food pyramid.
- Write a jingle (short song) for a cereals advertisement. Include four lines per verse, 2-3 verses and rhyme if possible.
- You take part in the school contest about poetry for your school newspaper. Write a short poem (2-3 verses) about your favourite kind of food. Include rhyme if possible.

Logical/Mathematical pair

Write your names on top of your paper.

Work with your partner and choose one of the following tasks:

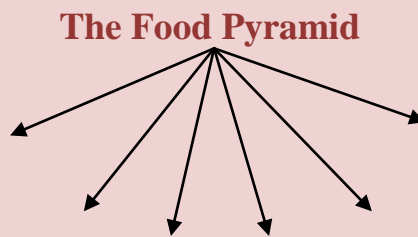
Tasks

- Create a mind-map of the food pyramid and include all the food groups of it. Begin your mind-map like this:

Eg.

Bread, Cereal, Rice
& Pasta Group

1. Pasta
2.



- You are going to the supermarket. Read your note and categorize these words:

What to buy

A carton of milk, 3 boxes of strawberries, $\frac{1}{2}$ pound of mince, 2 pounds of tomatoes, 2 packets of butter, 2 pounds of pork chops, 2 pounds of bananas, 3 boxes of yoghurt, 2 pounds of beef ribs

- **Dairy** **meat & poultry** **fruit & vegetables**
- Create your own crossword puzzle. Include 8 food words and help your classmates by drawing pictures of your food items.

Visual-Spatial Pair

Write your names on top of your paper.


Work with your partner and choose one of the following tasks:


Tasks

 Draw and colour 3 food items of the food pyramid. Include

all the groups:

1. bread, cereal, rice & pasta group
2. vegetable group
3. fruit group
4. milk, yoghurt & cheese group
5. meat, poultry, fish, dry beans, eggs & nuts group
6. fats, oils & sweets

 Draw and colour a three-picture cartoon strip on healthy food. Write one bubble for each picture.

 Draw and colour ten small pictures of food items for your class memory game.

Bodily-Kinesthetic pair

Write your names on top of your paper.

Work with your partner and choose one of the following tasks:

Tasks

- Imagine you are using calligraphy. Use your fingers to write four food words in the air. Your classmates guess the words.
- Think of four food items and try to pantomime them to your classmates.
- Create your own dance for a milk advertisement. It should last one minute.

Musical Pair

Write your names on top of your paper.

Work with your partner and choose one of the following tasks:

Tasks

- Provide a choral reading of the groups of the food pyramid.
- Sing ten food words by using rap sound. Begin with:
I love...
- Compose a four line, 2-3 verses song about a radio jingle on healthy food. Write the lyrics and think of the melody too.

Interpersonal pair

Write your names on top of your paper.

Work with your partner and choose one of the following tasks:

Tasks

- ❖ Role play a TV interview between a dietician and a journalist on the topic of healthy food. Talk about the food pyramid and good eating habits. It should last approximately 2-3 min.
- ❖ Debate on the topic of healthy food. One of you is in favour of eating healthily and the other against. Reach an agreement at the end. It should last approximately 2-3 min.
- ❖ You are famous dieticians. Give a press conference on the topic of healthy eating. Take notes and prepare a short monologue (approximately 1 min). Answer any questions by the audience.

Intrapersonal Pair

Write your names on top of your paper.

Work with your partner and choose one of the following tasks:

Tasks

- ☐ Self-evaluate your eating habits and write a short paragraph (about 6-8 lines) in your personal diary. Answer these questions:
 1. Which food group do you prefer and why?
 2. Do you eat food from all food groups?
 3. What kind of foods should you eat on a daily basis?
- ☐ Make a pie-chart or a graph about your own and your partner's daily eating habits. Include the servings and three food groups from the food pyramid.
- ☐ Choose a day and complete your personal daily timetable of eating habits. Report it to class.

e.g. Monday

7:00-8:00-----

8:00-9:00-----
